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ABSTRACT

As part of a practicum, an intervention to reduce the attrition rate of English-as-a-Second-Language (ESL) students was developed and implemented. The 12-week program consisted of direct instruction in English to limited-English-speaking students in conjunction with a cultural activity, the learning of two American square dances. The target group was Hispanic students in a large metropolitan high school. Subjects were 23 students in a self-contained class that met 4 hours a day. The program was voluntary for students deficient in English credits. In addition to standard English usage instruction, students were led in physical exercises and given practical experience in following certain verbal instructions for dancing. Results include the following: (1) 100% student retention; (2) a 17% increase in test scores for 65% of the students; and (3) 100% participation in the final exhibition of dance skills. Only the second criterion fell short of the original objective; the others were exceeded. Implementation procedures for this experiment will be shared with other ESL teachers in the school district. The school district's immersion English instruction plan, pre- and posttests, test results, course materials, and dance instructions are appended. (MSE)

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# A GRASS ROOTS APPROACH TO ADDRESSING THE DROPOUT RATE FOR HIGH SCHOOL ESL PROGRAMS

by

Sylvia B. Taylor

A Practicum Report

Submitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in a National Database System for reference.

December/1991

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## Abstract

A Grass Roots Approach to Addressing the Dropout Rate for High School ESL Programs.
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Descriptors: Hispanic Drop Out Rate/ Acculturation/ Secondary Hispanic Education/ Bilingual Cultural Education/ ESL Curriculum/

This practicum describes an intervention developed and implemented by the author to reduce the attrition rate of English as a second language (ESL) students. The 12 week program consisted of direct instruction in English to limited English speaking students in conjunction with a cultural activity. The target group consisted of Hispanic students of a large metropolitan high school. The cultural activity was the learning of an American folk dance. Twenty three students were in a self-contained classroom for four hours a day. The program was voluntary for students deficient in English credits. The effectiveness of the program was measured by the following criteria: 1) a retention rate of 80 percent, 2) 80 percent of the targeted students would demonstrate a 10 percentage point increase between the pretest and post test, 3) 75 percent of the students would voluntarily participate in an exhibition of dance skills.

In addition to standard instruction in English usage, the students were led in physical exercises, and given practical experience in following verbal instructions by the teaching of two American square dances. The results were: 1) 100 percent student retention, 2) a 17 percentage point increase in test scores for 65 percent of the students, 3) 100 percent participation in the exhibition. The implementation procedures for this practicum will be shared with other ESL teachers in the school district. Appendices include the school districts Elements of Quality, pre/posttest, test results, course materials, and the dance instructions.

## Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Lydia B Hayle

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# CHAPTER I

## Purpose

### Background

This practicum was implemented in one of the oldest urban high schools in southern Nevada. This school district is the fourteenth largest in the United States. It is comprised of 21 senior high schools, 21 junior high schools, and 117 elementary schools. Together, these schools service 129,636 students. The 159 schools are staffed by 7,200 teachers (Paz-Martinez 1991). In 1989-1990 the district experienced a growth rate of 9.23 percent.

The school district is serving approximately 5,413 limited and non-English speaking students from Kindergarten through 12 in 177 classes. Students are identified as Non-English Proficient (NEP) or Limited English Proficient (LEP) by the Intake Center. Students coming into the district whose primary language is not English are referred to the Intake Center for testing and subsequent placement in appropriate classes. In-school programs exist wherever

a population of 16 or more NEP/LEP students are enrolled.

The school where the study was conducted is one of the largest in this district, serving 3,200 students. The population and environment of the school is economically disadvantaged. Five teachers, trained in teaching English as a Second Language (ESL), are employed full-time during the school's standard year. They instruct 250 students who have been identified as English deficient.

The author is teaching English as a second language to limited English-speaking students at the targeted high school. This researcher has experienced the language acquisition process on a personal basis; English, for this author, is the third language learned out of necessity. Consequently, this researcher has more than a professional interest in the teaching of a second language. The high attrition rate for ESL students demanded a look into the way students learn a language and the motivating forces that guide them.

The targeted students were identified by the district as English deficient and constituted the study group. The major language groups identified by the district are as follows:

| | |
|---|---|
| Spanish | 81.5% |
| Filipino (Tagalog) | 1.9% |
| Vietnamese | 1.8% |
| Korean | 1.6% |
| Cantonese | 1.0% |
| Chinese | 1.0% |
| Thai | 1.0% |
| Cambodian (Khmer) | <1.0% |
| Farsi | <1.0% |
| Hebrew | <1.0% |
| Japanese | <1.0% |
| Laotian | <1.0% |
| Mandarin | <1.0% |
| 22 other languages | 1.3% |
| Non-Reported | 6.6% |

(Clark County School District, 1991)

It is clear that Spanish is the majority language (81.5%). The greater part of the Hispanic populace, who are largely uneducated in their own language,

migrated from Mexico. Since it is not germane to this report, this writer did not conduct a statistically valid survey to support the author's description of population demographics. It is the writer's observation that the following population parameters are characteristic of the Hispanic population. Unemployment is high and the standard of living is the lowest for this segment of the population. Because of rapid growth, typical of all metropolitan areas, concentrated areas of low-income families develop. In this area, these concentrations are typically made up of Hispanics. Daily life can be, and is, conducted without the use of English.

English deficient Hispanic students attending local high schools are placed in ESL courses. A primary concern of the school is the retention of these students and the continuation of their education while assimilating English. As soon as possible, based on their capabilities, the students are mainstreamed into regular classes.

The education of language-different students is a complex issue. In the United States, large metropolitan areas have attracted unskilled laborers

from Mexico, San Salvador, the Philippines, Vietnam, and Cambodia to name only a few. In 1974, the United States Supreme Court, in Lau v. Nichols, mandated a school program to teach language-minority students and established the precedents for bilingual education. A series of laws followed which further clarified the intent of the Federal Courts to give equal educational opportunity to non-English-speaking or limited-English-speaking students. The Lau Remedies became the guidelines for the instruction of language different students. Since that decision, there have been numerous studies in the education and acquisition of a second language to facilitate the learning of English. Accordingly, second language programs have been implemented in most large cities where there is a need. Need is defined as 20 or more students whose primary language is not English and are experiencing difficulty in English classes.

The Hispanic community comprises the largest segment of the non-English or limited English segment of the population in this tourist oriented city in the southwest. The typical Hispanic family consists of a mother, another family member from the mother's family,

and her children. It is apparent families live together, in non-traditional alliances. Students are often forced to attend school for economic benefit sought by the parents. The student's attendance record is a source for verification of residence that is necessary for Federal assistance. Often there is little interest in any form of education on the part of the student; consequently, the dropout rate is one out of every three (Calabrese, 1988).

The magnitude of the language-different population was estimated by the United States Census of 1980 to be 34.6 million persons. Of the total U.S. population, 15.3 percent were identified as "language minority"; that is, members of families in which non-English languages are spoken. Of this language minority, 4.5 million were school-aged children who spoke their native language at home (Wagoner, 1984).

The 1990 census saw a dramatic increase in the Hispanic population from 14.5 million in 1980 to 21.0 million, an increase of 44 percent. The overall increase in this ethnic population proposes an interesting question: "What do we call 'minorities' when they constitute a majority?" (Hodgkinson,

1991:12). The implication to educators is that we must give every student the opportunity to become a successful adult. Our ideology, culture and economy depends on the education, as well as, the assimilation of the ever growing minority population.

Problem Statement

The assumption is that students lose interest because the course of study is irrelevant to their needs. Language-different students are in specially designed courses tailored to the students' need to acquire English proficiency. It should be noted, however, that students are in English as a second language programs on a voluntary basis. The Hispanic dropout rate is astronomical: one out of three as noted by Calabrese (1988). It is one of the fundamental problems in making inroads in the education of Hispanic students. Characteristically, the ESL student is often absent from school for extensive periods ranging from two weeks to a month. Krashen's research discerned that the flow of language and ideas cannot be interrupted for a specific time and then continued. Language acquisition is a continual response to stimulus that is meaningful to the learner (Krashen,

1981).

The problem of educating a language diverse population was one of the concerns of the state of New York. They sought means which would aid in alleviating the problem of language and cultural assimilation. If the problem of education and assimilation was not accomplished, New York would become groupings of non-English speaking areas. To this end:

> The New York State Board of Regents has established that state educational policy and practices must help limited English proficient students enter the mainstream as quickly as possible, while regarding the first language as an important cultural asset and a useful academic tool. (New York City Board of Education. "Methodologies of Bilingual Instruction in Literacy Education: Project Mobile, 1988-89." Photocopy, n.d., p. 13)

Calabrese, in 1988, found that the Hispanic's students interest in education is minimal, and that their view of education is negative. The students feel alienated from our high school society, and are unable to bridge the difference between the two cultures. Locally, the Hispanic student dropout rate is even higher for voluntary programs. In the summer of 1990, the ESL program targeted students who were credit deficient and therefore unable to graduate on time.

The students lacked one English credit. The school district, in an attempt to give the Hispanic students a significant boost toward self-actualization, employed two ESL certified teachers and two aides for 40 students. The rational was to individualize instruction and ease the Americanization process while retaining cultural pride. Except for verbal affirmation of the advantages of acquiring a second language, the students were not exposed to any cultural activity that is related to either culture. The students attended class from 7:30 a.m. to 11.30 a.m. with a 15-minute break at 9:30. At the start of the course, there were 43 students enrolled. Although attendance was not 100 percent, there were no dropouts during the first two weeks. At the end of the third week, 17 students had left without explanation. Attempts at contacting students to encourage attendance were unsuccessful; they had either moved or were unavailable to resume the classes for a variety of reasons. Some of the reasons given were: work, boredom with class, and lack of a conviction that English was necessary. At the end of the ten-week session there were 21 students. The attrition rate was nearly 50

percent. It became a great concern to this researcher to find a key to the retention problem. The district's mandated curriculum guide, Elements of Quality, is the core of the instructional program for teaching English as a second language (See Appendix A:42). In theory, the elements of quality could produce a student who had assimilated the English language. The assumption is that students fit the traditional model and are motivated to learn the language. In reality, students lack motivation and fail to see the necessity of learning English. Attempts at revamping the curriculum have met with the same negative result. The student must be committed to and have the desire to be a part of the American culture in order to learn English successfully.

Therefore, one solution was to find a way to tap into the core of the Hispanic students motivating forces, so they could be retained in school and benefit from the learning environment.

Outcome Objectives

It was hypothesized that after a twelve week voluntary English program, Hispanic students would have a favorable outlook on language and learning. The

achievement of the program's goal was measured by the following criteria:

1. A retention rate of 80 percent.
2. Eighty percent of the targeted students would demonstrate a 10 percent improvement in English comprehension and usage on the posttest.
3. Seventy-five percent of the students would voluntarily participate in an exhibition of dance skills.

## CHAPTER II

## Research and Solution Strategy

An observation made by this researcher was that a student-oriented and directed study of English as a second language creates a successful learning environment. The focal point of this writer's research was the way students learn a second language.

Research in second language acquisition is extensive. The theories vary but a thread of similarity runs through all that we know about second languages. The impetus for research began earnestly in 1975. Lau v. Nichols established the legality of bilingual education for all non-English speaking students, the aim of which is to maintain the native language and to use it a transition to English (Hakuta, 1985). The drawback to bilingual education is a political one, since people viewed it as a maintenance concept rather than as a transitional tool. Bilingual education is a strategy primarily in use in the elementary grades. "One of the original concerns that led to bilingual education, was the alarmingly high

dropout rate among minority students" (Hakuta, 1985:211). It serves a small segment of the population, and the political rhetoric runs strongly against it, making its effectiveness negligible.

Noam Chomsky's research in the language acquisition led to a significant look at the prevailing beliefs of how one learns a language. Educators held that language is learned by a system of imitation and memorization (Fodor, Bever and Garret, 1974). Chomsky, in Syntactic Structures (1957), argued that the force guiding language acquisition is a language mental disposition. He found that: "exposure to a language triggers the language-acquisition device and provides it with the details of the language to be acquired (Chomsky, as cited by Dulay et al. 1982:6). Fodor wrote:

> Linguistic inputs, like sensory inputs, are integrated and interpreted in light of memories and current nonverbal experience. ...Presumably the computations underlying these integrative processes are typically effected in central code. If this is so then the production and comprehension of speech involves translating between this central code and a natural language (Fodor, Bever, Garret, 1974:378).

Language in its early stages of development focuses its main thrust on communication. The sequence, if one can assume that there is one, is meaning and, lastly, grammar. The data does not verify the interdependence of grammar and language acquisition (Hakuta, 1985). The validity of teaching a second language through grammatical structures was researched in a more comprehensive study by Krashen. Krashen found that grammatical sequencing is undesirable when the focus is language acquisition.

> One can only teach what is learnable, and what is portable, what can be carried around in the students' heads. (These two requirements must be distinguished -- learning a rule does not always mean being able to use it in performance) (Krashen, 1982:115).

According to the input theory, the role of grammar is minimal and is in the normal sequence of events when the appropriate setting for language acquisition is free of tension. Two hypotheses explain the process of language acquisition (Krashen, 1982). One has a feeling for language correctness as it is a subconscious need to be understood, not a perception of language correctness. The other is to develop language competency through language learning, that which one

does in a classroom, the learning of grammatical rules. Another major factor in the acquisition of second language is acculturation, the process by which one internalizes the second language in terms of its culture and behavior patterns.

Acculturation is the "major casual variable in second language acquisition" (Schumann, 1978:34). Furthermore, "second language acquisition is just one aspect of acculturation, and the degree to which the learner acculturates to the target language group will control the degree to which he acquires the target language" (Schumann, 1978:35). This hypothesis was tested in Germany with a group of foreign workers who mastered German through leisure interaction with co-workers faster than those who did not have social interaction with fellow workers (Schumann, 1978). In an earlier study, the relationship of culture and its impact on education was implied in the definition of culture as:

> ...not a mere reference to the music, literature and the arts of the people. Culture is also the sum total of its value system, its customs and its mores...It is important in teaching, therefore, to emphasize the basic similarities among human beings in various societies as well as the differences (Finocchiaro, 1974:11).

How culturation is achieved is the basic premise of the theories of second language acquisition expounded by Krashen. Krashen found that language acquisition necessitated two primary components: that of interaction, as well as, comprehensible input. Together they validate second language acquisition. Comprehensible input in conjunction with the lowering of the filtering process by the learner causes language learning (Krashen, 1985) and to this end the acculturation process is an effective tool. It can become the motivating force for the second language learner. In a related study identifying the failures of college prep courses for Hispanic students, Abi-Nader found that the core of the educating process was in redefining the image of the Hispanic student from one of failure to one of success (Abi-Nader, 1990).

The literature redefines popular notions on how one acquires a second language. The emphasis is not on the language to be learned, but on the student and the role of both the environment as well as the facilitator. Wong-Fillmore et al. (1985) found that English proficiency amongst Hispanic students was

greatly enhanced when interaction between English speaking students was necessitated by the classroom situation. The implication of this study is that at a certain level of English proficiency, it is desirable to mix Spanish-speaking students with their English counterparts.

Cummins (1989) researched extensively the area of student empowerment and its effect on academic achievement of minority language different students. The study indicated that students who were given a sense of pride in their culture and made to feel a part of the school became academically successful. It is when educators see their role as adding a second language rather than replacing a language and a culture that the process of assimilation becomes a part of the learner's frame of reference.

In a paper, "Drawing on Diversity", in which the effectiveness of the classroom environment was analyzed, Zanger found the classroom played a central role in creating a stress-free environment. The diversity of the students' cultures became a part of the curriculum. Students could contribute the way "things were done at home", in so doing they made a

favorable connection between home and school (Zanger, 1990).

The language environment is the sum total of everything the student comes in contact with in the course of his day. It includes such diverse activities as: driving to a restaurant, buying gas, watching a movie, class work. The quality of this interaction is paramount to the learning process (Dulay, Burt, Krashen, 1982). In theory, students attending a high school second language program are immersed in an English environment, in practice it is the opposite.

A majority of language-different people in all our large metropolitan areas live together and work in the same environment, thereby reducing the necessity of learning English. It is therefore possible to survive in both environments without learning English.

The solution lies in an educational environment that combines pride in language one and encourages students to assume greater control over their own learning goals.

A review of current literature clearly emphasizes the validity of learning and teaching a language using known characteristics of language one to assimilate

language two. In numerous discussions with Hispanic students it was evident they loved to dance. The students' conversation centers around "el baile and the fiesta". Having discerned the cultural importance of dancing, its use as a vehicle of instruction ensued and was implemented in the form of the American square dance. The majority of the current literature stresses the importance of student commitment to the learning process. The chosen strategy was to make the learning of square dancing a pleasant activity and use the principles of following instructions, listening, and cooperation an integral part of the educational environment.

The primary task of this practicum was to retain Hispanic students in school and empower them by using cultural pride in language one to master language two. The writer researched the method of teaching square dancing at the local library and began the class enthusiastically.

## CHAPTER III

## Method

The primary task was the instruction of English as a second language to Hispanic students. The targeted group consisted of 23 NEP/LEP students. Although any ESL class could contain a mix of ethnic groups, this group consisted only of Hispanics. They all spoke Spanish as their native tongue, but all were not from Mexico. The total allotted instruction time was four hours a day, five days a week. The implementation of this practicum used the following procedures.

A variety of sources were used throughout the program. The writer sought to motivate and maintain student interest. The objective was never to finish a text, but rather to glean enough information to broaden the horizon and above all, learn context vocabulary.

The curriculum was instructor-designed using varied and diverse materials. (See bibliography.) One of the principal texts was each Sunday's local newspaper, and the book, How to Square Dance. The Sunday paper, especially the comics and the

advertisements, were the source for vocabulary instruction. Each student was orally instructed to either shop for a particular item or spend a specified amount of money for groceries. The objective was twofold: to familiarize the student with context vocabulary of daily life, and to learn to read the newspaper with a purpose. As a text, the newspaper was used for two days each week for fifty minutes, sometimes longer.

The following is a class plan for each week.

Week 1 (June 10-14)

A pretest was administered (Appendix B:49). The scores indicated low levels of English comprehension. (See Appendix C:76.) Students were generally not eager to take the test. Three students were so apathetic they did not finish the test.

Students were introduced to the text Using Maps, Charts, and Graphs. The thrust of this workbook is to acquaint students with the multi-faceted manner of disseminating information. Students learned how to read a time line, interpret graphs, as well as glean information from various maps. (See Appendix D:78.)

The first week set the stage for the twelve week study. The square dance was introduced as a cultural activity. (See Appendix E:124.) The students were divided in two groups. Sixteen students were directed to form two squares. They did not understand the terminology at first. The researcher demonstrated the subsequent meaning of each word by physically moving students in place and repeating the words, emphasizing movement not vocabulary. Although the students understood the context vocabulary, their physical responses were awkward. However, they obviously enjoyed their first encounter with square dancing. Because of the unique system of integrating music with step patterns that must be understood and followed, the American square dance added to and indirectly facilitated second language acquisition. Terms such as: circle left, corner, partner, side couple, and promenade became a part of the students lexicon without direct explanations. A teacher-made test subsequently reinforced the dual purpose of teaching language through dance. Students were asked to follow instructions during the actual dance and the significance of listening became evident. Mastery of

terminology was demonstrated daily with the introduction of a different sequence of the same steps. Since square dance calls are a series of repeated actions and steps, by advancing or backing the music to a different set of instructions that involved the same steps in a different order, the students knew when they learned the terms. The utility of the square dance is that it can be learned without dance skills.

The subsequent evaluations stressed the necessity of following instructions. The teacher-made test required the same precision of following directions as the square dance. The present tense and its usage was directly related to the similarities of following patterns in dance as following patterns in language. (See Appendix D:78.)

A general class discussion of folk dancing, its significance and popularity in all cultures ensued. Students were encouraged to give spontaneous examples of movements and steps associated with Mexican folk dances. The discussion was guided toward the cultural expression found in all forms of folk dances.

Weeks 2-3 (June 17-28)

At the end of this period, students had mastered the necessary movements to "Lowdown Hoedown". Members of the school administration observed and favorably commented on the students agility in following "calls". The students were then asked to perform for other students. The sense of accomplishment was mirrored in targeted group's enthusiasm and, at the end of the third week they requested to learn another song.

The classroom objective was to learn simple grammatical structures that reflected the precision the students found necessary during the dance. (See Appendix D:78.)

Spelling Action, a programmed text in basic English skills, was introduced as a tool which emphasized and explained the complexity of English spelling. The workbook is designed to learn at one's own speed. Each spelling lesson began with a rule such as: "I before E except after C." The instructor stressed the necessity of memorizing basic rules which were the backbone of the English language. The correlation between dance and language was made. Dance without music is not precise, neither is language

without the laws of language. The connection between the dance activity and the classroom was integral to the success of the program.

Weeks 4-6 (July 1-19)

Students were constantly reminded of their success in cooperating and its result - the well executed dance. This encouragement and the knowledge of their composite ability had a spiral effect in the classroom. Two factors influenced one another: one, a sense of commitment to the subsequent performance; two, an interdependency among individual students to assure the success of the group. They were showing signs of cohesiveness. This cohesiveness carried over to language acquisition as more proficient students helped less proficient ones.

The lesson strategy centered around grammatical differences in verb tenses. Students were given a teacher-made verb list (Appendix D:78) with a Spanish translation. The objective was to learn self expression using all the tenses in the indicative mood. Students were given brief comparisons using the same sentence in the present and the past. Patterns using tenses in question and answer form were practiced

orally with the students. The time spent in this activity varied, and although the correct response was encouraged, a wrong answer was not used as a castigating tool. The erring student was generally helped by other students in Spanish, since this practice allowed more student evolvement in the classroom. Progress in learning the meaning of, and usage of, the regular verbs ran concurrently with other subjects to the end of the implementation period. Students began reading America's Story, a text written for the ESL student. The approach was the sheltered English method of instruction. Sheltered English uses gestures and pictures and simple subject matter as a tool for language acquisition. The daily schedule concluded with instruction of the new square dance, "Something Stupid".

Weeks 7-9 (July 22-August 2)

Students were given a supplementary text written for the ESL student, Literature Collection I. (See Bibliography.) The students liked the text and they asked to learn the poem "Alone" by Maya Angelou and recite it as part of the program. The Sunday paper was also used to encourage conversation. Instead of giving

each student an individual problem to solve, students were grouped in fours and given hypothetical shopping money as well as told what they needed to buy. Their task was to arrive at a consensus as to which product was the most value for their money, and why. At times a decision not to buy a certain item because it was deemed too expensive added to the conversation. Students often lapsed into Spanish, especially when the interest in the subject was strong or the frustration level high. At these times they were encouraged to use English.

Weeks 10-12 (August 12-30)

Students were asked to teach each other two Mexican Folk dances. This project was met with a great deal of enthusiasm, since the targeted group was now a cohesive entity. They were eager to perform for selected classes. The practice time for the performance was increased by 20 minutes daily to ensure the success of their performance. This was a request made by several students individually. Permission was granted conditionally, if students were willing to accept responsibility for written homework. This proposal was met with overwhelming agreement and the

last two weeks were engaged in reviewing concepts and vocabulary learned in class and at home.

Students were administered the posttest at the end of the 12 weeks.

The curriculum was author designed based on the principles of language development using the sheltered English approach. As previously noted, sheltered English classes use language development techniques to teach content areas such as: geography, literature, science and elective courses. Students were taught English labels for knowledge and concepts they have in their parent language. The ultimate purpose of the twelve week course was to teach English to Hispanic students. The texts used were selected by the researcher for their lexicon and the diversity of language usage. The key to Hispanic student retention was not in the selected texts but in the interest created by student participation in a meaningful activity. The curriculum focused on direct student participation in a typical American activity. The researcher chose the American square dance for two reasons: it is easy to learn, it is a physical activity that requires cooperation and listening skills.

Daily Schedule of Events

Daily activities are important to note. The students began each day with a discussion about the previous day's activities. The definitive language was English, but strict adherence was not required. Communicating their problems and adventures was the focus. This strategy set the stage for the ensuing four hours of instruction.

Classes began at 7:30 a.m. and ended at 11:30 a.m. There was a 15 minute break at 9:30. The time for each activity varied with student interest, but generally conformed to the times indicated.

Daily Timeline

A discussion was led by the teacher, as free flowing as possible, relating to the students interests.

Approximate time: 30 minutes.

Students read a story or cartoon from the local paper and discussed it in groups. Each group chose one person daily to answer a related question on the reading.

Approximate time: 50 minutes.

The researcher was aware of the mental demands of learning without a proper balance of physical exercise. Because students were expected to remain seated for extended periods, the tension created by the lack of physical movement impeded the learning process. To that end the students were given a daily break by doing 15 minutes of jumping jacks, full-arm circles, toe touches and a variety of similar activities. The teacher lead the class and explained the significance of physical exercise as related to the learning environment. The exercises relieved the tension caused by inactivity. Toward the end of the program students reminded the researcher when the exercise time approached.

Approximate time: 15 minutes.

Students were taught the necessity of following directions and reading signs by utilizing map worksheets, puzzles and related materials.

Approximate time: 40 minutes.

Grammar and spelling rules were learned and memorized in unison by stressing the rhythm of the words, thus lessening the time spent in individual memorization. Approximate time: 20 minutes.

Students were instructed and practiced square dancing. The steps were identified by name and as they were demonstrated, and the emphasis was on the execution of the various square dance configurations rather than on the vocabulary. The assumption was that students would learn the commands with as much facility as they would learn the movements to execute the dance. The square dance was practiced for 40 minutes daily for seven weeks, and for 70 minutes for the remainder of the program. After the students had mastered the American Folk dances, Hispanic students were asked to teach each other two Hispanic dances.
Approximate time: 40/70 minutes.

As previously stated, the vocabulary during the square dance was demonstrated, and not verbally defined. The degree to which the new terminology became part of their lexicon was measured by their responses to verbal instruction during the course of daily events. The core of the instructional program sought to make the transition from the dance activity to the higher order of thinking necessary to function in the American environment. The higher order of thinking operations were not evident until the students

mastered the second square dance and saw the results of following instruction and actually making the transition from one activity to another.

# CHAPTER IV

## Results

The major goal of this study was to retain Hispanic students in a voluntary English as a second language course. A secondary goal was to improve the students' oral and written communication skills. The success criteria was factored in the overall objective of student retention. A general evaluation of overall success was based on the posttest.

According to the outcome objectives, 80 percent of the students were to finish the program. In actuality, a 100 percent retention rate was achieved.

The target increase in English comprehension was a 10 percentage point test score increase for at least 80 percent of the study group. The result was an overall 12 percentage point increase in scores. However, only 65 percent of the students demonstrated a percentage change of at least 10 percent. No change was defined as a percentage change of plus or minus three percent. Using this criteria, 22 percent of the students had no change in test scores. One student showed a decline

between the pre and posttest.

It was further expected that 75 percent of the students would have mastered the ability to follow dance instruction enough to voluntarily participate in a dance exhibition. The students performed above expectations. They willingly learned new steps and encouraged one another to listen and follow directions. Dance participation was 100 percent involvement by the targeted group. The exhibition was presented to all summer school students and invited administrators. In addition, the students recited the poem "Alone" as well as performed the American and Mexican dances.

Student involvement and participation shows a definite gain in positive attitudes toward the study of English. The marked improvement was in the perfect attendance and in the unmeasurable student enthusiasm for the program.

## CHAPTER V

## Recommendations

This practicum sought to find a means to retain Hispanic students in the educational environment and thereby enable the students to make the necessary cultural transitions to learn English. The curriculum varied and the approach, for a classroom setting, was non-traditional. The emphasis was on the student and communication in the school environment rather than on specific grammatical skills. The construction and implementation of this program is based on teacher resourcefulness and administrative knowledge of the way language is learned. A great deal of autonomy is required by the teacher, more than is usually given by the administration or by the curriculum. Although square dancing is not a traditional aspect of teaching English, it became the means to an end. The concluding recommendation is that instructors recognize the difficulty encountered by different-language students' ability to cope with the cultural differences and incorporate these difference in the curriculum to use

as learning incentives. This practicum was conducted in a homogeneous environment of Hispanics. Using this study as a guide, a similar study should be accomplished that incorporates other language-different students.

It is hoped that this study's significant results in the retention of Hispanic students will aid in subsequent revisions of the ESL curriculum. These strategies should assist administrators and educators in designing an effective program for the ESL student.

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# Appendices

# APPENDIX A

## Elements of Quality

## Elements of Quality

### INTERLANGUAGE CORE PROGRAM

### ELEMENTS OF QUALITY

Interlanguage Core is a language acquisition program using the immersion approach to second language instruction. The program is for students identified as non-English proficient or limited English proficient on the Clark County School District's approved LAS test (Language Assessment Scales). The program's goal is for students to acquire English language skills necessary for success in school and society.

INTERLANGUAGE CORE PROGRAM OBJECTIVES

1. To have each student become proficient in the use of English.
2. To ensure that each student develops basic speaking, listening, reading, and writing skills.
3. To have each student develop a knowledge and appreciation of American society and culture.
4. To incorporate the culture of the student into the instructional program.
5. To provide a classroom atmosphere which fosters a positive self-image for each student.

LISTENING GOALS INCLUDE:

1. Developing the ability to discriminate and become familiar with characteristic rhythms and intonation patterns of the English language.
2. Improving comprehension of increasingly complex utterances.
3. Developing auditory memory so that a sequence of events can be recalled and retold.

Clark County School District. Procedures Handbook, Second Language Program. August 1991. Not copyrighted.

4. Identifying the theme of a story read to the class.

5. Other skills as included in the CCSD Language Arts "Listening Curriculum".

SPEAKING GOALS INCLUDE:

1. Mastering the sounds and basic structure of English.

2. Using English for general self-expression.

3. Using English to inform, describe, and persuade.

4. Evaluating their environment through English including making judgements, inferring, and criticizing.

5. Performing general speech functions such as:

| | |
|---|---|
| Greetings | Inviting |
| Introductions | Making phone calls |
| Making requests | Giving commands |
| Giving directions | Giving permission |
| Making arrangements | Apologizing |

READING GOALS INCLUDE:

1. Being able to readily recognize words.

2. Mastering the relationship between letters and sounds.

3. Breaking of sentences into understandable and functional groups.

4. Reading of sentences with correct intonation and stress.

5. Other skills as included in the CCSD Language Arts "Reading Curriculum".

WRITING GOALS INCLUDE:

1. Writing from dictation of familiar vocabulary and sentences.

2. Functioning through the written word in filling out forms and demonstrating proficient self-expression.

3. Composing of expository paragraphs.

4. Writing personal and business letters.

5. Other skills as included in the CCSD Language Arts "Writing Curriculum".

The emphasis in the INTERLANGUAGE CORE PROGRAM is on communicating meaning, not on correctness or form. At the beginning level of English language instruction, the main objective is to help students learn and verbalize concepts. The emphasis is not on proper grammar and pronunciation. Language development comes from practicing language. Form and correctness will occur in time through developmental practice of proper grammatical structure.

SCOPE and SEQUENCE:

1. Communication skills

   a. Production of words

      1) Imitate sounds, words

      2) Respond appropriately to yes/no questions

      3) Complete open-ended sentences

      4) Name familiar actions and activities

   b. Production of phrases and simple sentences

      1) Give name and other survival information (age, address, telephone number)

      2) Use greeting and leave takings appropriately

      3) Use emergency expressions

      4) Express immediate personal needs

      5) Give simple commands and directions

6) Ask yes/no questions

7) Ask "wh" questions (when, where, which)

8) Request information

9) Match and/or list objects according to physical attributes

c. Production of expanded sentences

1) Describe objects, people, and events

2) Describe actions and activities

3) Use words to indicate location

4) Use words to indicate time

5) Describe actions, activities in sequence

6) Sequence daily events and simple activities

7) Give complex commands

8) Give complex directions

9) Verbalize similarities and difference between objects

d. Production of conversation

1) Converse on the telephone and leave message

2) Repeat information

3) Seek clarification when information is not understood

4) Use idioms

5) Use words to denote abstract concepts

6) Express emotions and feelings

7) State opinion

8) Indicate choices

2. Combination of comprehension skills and speaking skills
    a. Recall details of a short verbal stimuli
    b. Identify missing parts of pictures, objects, ideas
    c. Identify the main idea
    d. Orally distinguish fact from fiction
    e. Predict logical outcomes of stories
    f. Approximate the meaning of new words from context clues
    g. Define abstract concepts
    h. Express creative ideas to include alternative solutions to problems
    i. Describe imaginary places, persons, and events
3. Guided Writing
    a. Words and phrases
        1) Copy sight words
        2) Copy personal information (address, phone number)
        3) Copy vocabulary lists
        4) Complete close activities
    b. Sentences
        1) Copy sentences
        2) Take dictation on known material
        3) Complete sentences
        4) Unscramble sentences
        5) Change word order
        6) Make substitutions

7) Construct sentences from word cards

c. Paragraphs

1) Provide dictation on known material

2) Complete paragraphs

3) Produce and copy language experience writing

4. Original Writing

a. Words and phrases

1) Apply spelling principles in writing vocabulary

2) Fill in the blanks

b. Sentences

1) Write complete sentences

2) Write positive and negative sentences

c. Paragraph

1) Write a descriptive group of sentences

2) Write a group of sentences giving directions

5. Writing With A Purpose

a. Answer comprehensive questions

b. Forms--survival writing

1) Schedules

2) Applications

# APPENDIX B

Pretest/Posttest

## Pretest/Posttest

1. **Choose the synonym of the underlined word.**

It was <u>amazing</u> how quickly Wendy completed the task.

A mammoth
B humorous
C astonishing
D frightening

V 5.4

2. **Choose whether the sentence is stating a fact or an opinion.**

Nevada became a state in 1864.

A fact
B opinion

CT 5.6

3. **Choose the group of words that belong to the category.**

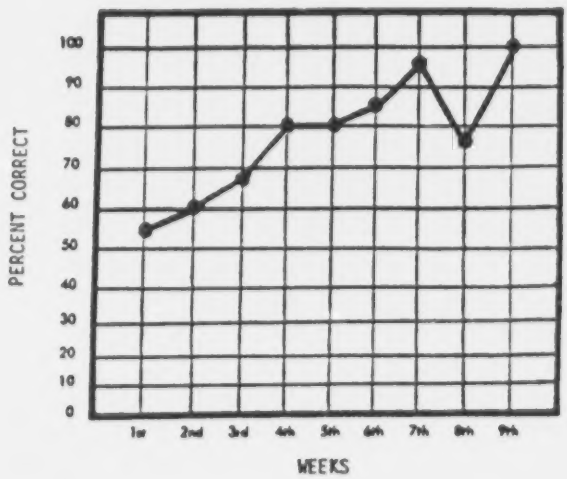
**Furniture**

A desk cabinet pencil chair
B couch picture table lamp
C carpet bed dresser wall
D table sofa bed chair

CT 5.7

Clark County School District. Criterion-Referenced Test 1988. Not copyrighted.

Use the line graph to answer the question.




4.

What was Pedro's lowest score?

A 50 percent

B 55 percent

C 60 percent

D 65 percent

SS 5.12

5. **Here is a dictionary entry.**

**game** (gām) n. **1.** a sport or activity with certain rules. **2.** the total number of points to win. **3.** a carefully planned action. **4.** wild birds, animals or fish hunted for food or sport.

**Which meaning of game is used in this sentence?**

Maria and I played a game of one-on-one basketball before dinner.

A meaning 1

B meaning 2

C meaning 3

D meaning 4

SS 5.4.1

6. **Choose the type of literature the selection is.**

Old Man Turkey,
You're so sly.
Every Thanksgiving
passes you by.

You don't worry;
You don't fret.
You are my prince,
My pal, my pet!

A myth

B poetry

C legend

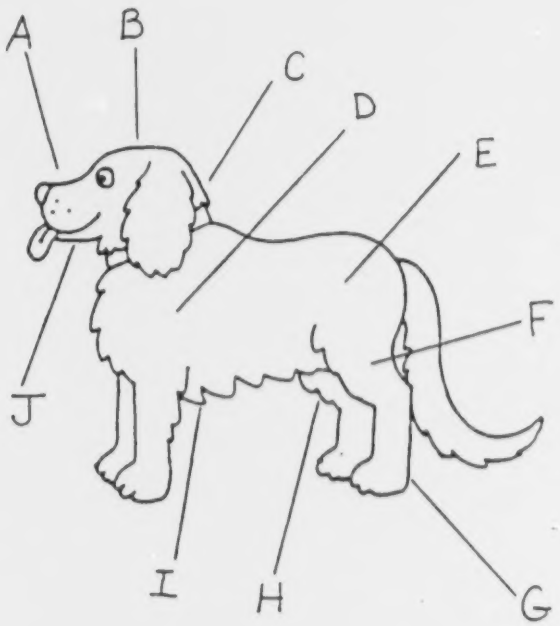
D short story

CT 5.17

Use the diagram to answer the question.

DOG

| Key | |
|---|---|
| A. | Muzzle |
| B. | Dome |
| C. | Crest |
| D. | Shoulder |
| E. | Hip |
| F. | Haunch |
| G. | Pastern |
| H. | Stifle |
| I. | Chest |
| J. | Flews |




7. The **dome** is a part of a dog's _____.

A leg

B back

C head

D chest

SS 5.13

8. **Choose the meaning of the underlined phrase.**

Mr. Chung has a beautiful garden in his backyard. Everyone says that he **has a green thumb.**

A wears green work gloves

B enjoys working outside

C is able to grow plants easily

D has grass stains on his hands

CT 5.18

9. **Choose whether the book is most likely fiction or nonfiction.**

Desert Animals

A fiction

B nonfiction

CT 5.5

10. **Use context clues to choose the meaning of the underlined words.**

The other students hurried to line up, but Wesley lingered by the tetherball poles.

A was slow to leave

B was afraid to leave

C was quick to leave

D was ready to leave

V 5.7





BEST COPY AVAILABLE

Tara looked down at the old kitchen table her mother and grandfather had just moved to the garage. She agreed that the table was in poor condition, but surely that could be changed. Her eyes searched for anything that would improve the table's appearance. In a far corner, she spotted three cans of paint, one each of pink, yellow, and green. Suddenly, Tara was struck with a clever idea: She would fix up the table to use for her science experiment kit.

Tara's mother gave her permission to keep the old table, and her father said she could use the cans of paint.

It was a big project. First, Tara had to scrape off all of the old paint and then sand the table. Her father showed her what to do, but Tara did all of the work herself.

After Tara decided exactly how she wanted the table to look, she carefully painted each part of the table a different color. She painted the legs dark green, the sides rosy pink, and the top bright yellow.

"It looks just like a beautiful flower!" gasped Mother. "I can't believe it's the same old kitchen table!"

"You really did a professional job," added Father. "I just might hire you to repaint my work bench."

Grandfather didn't immediately recognize the old table. "Boy, I surely wish I had asked for it!" he teased.

Tara was pleased with her completed project. But she was even more satisfied when she set up her science experiment kit on the table.

11. **Which sentence best states the main idea?**

A Her eyes searched for anything that would improve the table's appearance.

B In a far corner, she spotted three cans of paint.

C She would fix up the table to use for her science experiment kit.

D She agreed that the table was in poor condition.

CT 5.2

12. **What did Tara do before she painted the table?**

A She decided how she wanted it to look.

B She showed it to her family.

C She set up her science experiment kit.

D She painted her father's workbench.

CT 5.4

13. **What will probably happen to Father's old workbench?**

A Tara's grandfather will ask Dad for it.

B Father will hire Tara to repaint it.

C Mother will give it away and buy a new one.

D Tara will use it for science experiments.

CT 5.11

14. **What was the effect of Tara's father showing her what to do?**

A Tara did not have to do any work.

B Tara realized she needed her grandfather's help.

C Tara did not understand his directions.

D Tara was able to do all of the work herself.

CT 5.12

15. **Tara is probably _____.**

A frail

B selfish

C creative

D careless

CT 5.14

16. **Choose whether the book is most likely fiction or nonfiction.**

Captain Kidd's Magical Treasure

A fiction

B nonfiction

CT 5.5

17. **Choose the best ending for each analogy.**

Cut is to slice as shut is to _____.

A open

B door

C close

D leave

V 5.9

18. **Choose the antonym of the underlined word.**

I could afford to buy two sweaters because they were so cheap.

A odd

B dirty

C expensive

D valuable

V 5.5

19. **Choose the homonym that makes sense in the sentence.**

When you wash the dishes, be careful not to _____ them.

A brake

B break

V 5.6

---

20. **Choose the meaning of the underlined phrase.**

Great-grandmother **is a walking encyclopedia**.

A walks slowly

B is knowledgeable

C does things in alphabetical order

D carries many pictures

CT 5.18

---

21. **Choose the author's name that would come last in alphabetical order.**

A Judy Blume

B Lewis Carroll

C Bill Martin, Jr.

D Hans Christian Andersen

SS 5.2

"Ah choo!" Chuck sneezed loudly into the tissue. He felt miserable. His head was stuffy, his body ached, and he had a temperature of 101 degrees. "Ah choo!" Chuck sneezed again. He climbed out of the reclining chair and walked into the kitchen.

Chuck poured himself a glass of grapefruit juice, and his mother gave him some cold medicine. Then he went to his bedroom, put on his pajamas, and crawled into bed to rest. Chuck closed his eyes and drifted off to sleep...

Suddenly, Chuck was on the basketball court and thousands of fans were cheering for him. He dribbled the ball down the court and skillfully passed it to a team member.

The other team had an excellent defense, so the player was unable to try for a basket. Quickly he pivoted and passed the ball back to Chuck.

Chuck dribbled the ball with his right hand. Then he passed it behind his back and dribbled with his left hand. It was still impossible to try for a basket. He passed the ball between his knees and dribbled with his right hand again.

Then Chuck saw his chance. He took two steps forward and threw the ball toward the basket. The ball danced around the rim and then sunk down through the basket.

The fans went wild. As they clapped, they chanted, "Chucky! Chucky! Chucky..."

Chuck opened one eye and saw his older brother, Barry, looking at him. "Chucky, wake up!" Barry urged. "Mom wants you to eat some soup."

22. **The main idea of the first paragraph is:**

**Chuck felt miserable.**

Which of the following details does NOT support the main idea?

A Chuck sneezed loudly.

B Chuck's head was stuffy.

C Chuck's body ached.

D Chuck walked into the kitchen.

CT 5.1

23. **What is the best title for the story?**

A Coach Barry

B Sick at School

C The Sleepytime Star

D A Tale of Two Teams

CT 5.3

24. **What was alike about Chuck's mother giving him cold medicine and making him soup?**

A She did both because she cared about Chuck.

B She did both because Chuck asked her.

C She did both because she wanted Chuck to go to bed.

D She did both because the basketball game ended late.

CT 5.8

25. **What was the real cause of Chuck hearing the fans yelling?**

A The fans saw him sleeping on the team's bench.

B Mother was calling for him to eat.

C The fans wanted him to pass the ball.

D Barry was trying to awaken him.

CT 5.12

26. **Where did Chuck fall asleep?**

A on the basketball court

B in the reclining chair

C on the couch

D in the bed

CT 5.15

27. **In writing this passage, the author's main purpose was to _____.**

A inform the reader about how to care for a cold

B entertain the reader with a story about a sick boy's dream

C persuade the reader to join a basketball team

CT 5.16

This is an outline with main topics or subtopics missing. Find the place in the outline where the phrase belongs.

HOLDING A CLASS MEETING

I. Time and length
   - A Specific time and day
   - B _____

II. Seating arrangement
   - A Sitting in a circle
   - B _____

III. Agenda
   - A Posted in the classroom
   - B Teacher and students list a topic or problem
   - C _____

IV. Rules of respect and work
   - A _____
   - B Work together to solve problems

28.

Assigned seats

A subtopic I, B

B subtopic II, B

C subtopic III, C

D subtopic IV, A

SS 5.9

29.

Agenda items are discussed in order

A subtopic I, B

B subtopic II, B

C subtopic III, C

D subtopic IV, A

SS 5.9

Use the pronunciation key and the dictionary entry to answer the question.

**PRONUNCIATION KEY**

| | | |
|---|---|---|
| 1) a sat | 7) i it | 12) oi oil |
| 2) ā cake | 8) ī ice | 13) ou out |
| 3) ä father, far | 9) o hot | 14) u̇ put, wood |
| 4) e let | 10) ō go | 15) ü rule, food |
| 5) ē be | 11) ȯ off, order | 16) u cup |
| 6) ėr term | | |

17) th this
18) th thin
19) zh measure
20) hw white
21) ch child
22) sh she

23) ə { a about, e taken, i pencil, o lemon, u circus }

**cac·tus** (kak-təs) n. 1. any of a family of plants that have fleshy stems with scales, spines, or thorns instead of leaves and are found especially in dry areas (as deserts).

30. In the pronunciation of **cactus**, the "u" sounds like the "u" in _____.

A cup

B put

C rule

D circus

SS 5.4

31. **Use the dictionary entry to answer the question.**

**[1]per·fect** (pėr' fikt) adj. having no faults or errors; expert; being as good as is possible.

**[2]per·fect** (pər fekt') v. to remove all faults; improve.

What part of speech is perfect in this sentence?

**Yoko received a perfect score on her spelling test.**

A noun

B verb

C adverb

D adjective

SS 5.4

32. **Choose the best ending for each analogy.**

Simple is to complicated as compete is to _____.

A cooperate

B dependent

C failure

D bold

V 5.9

33.

**Choose whether the sentence is stating a fact or an opinion.**

Boys are more afraid of lightning than girls are.

A fact

B opinion

CT 5.6

34. **Choose the synonym of the underlined word.**

When Dad hit his finger with the hammer, he <u>yelled</u>.

A kicked

B laughed

C fainted

D screeched

V 5.4

35. **Use context clues to choose the meaning of the underlined word.**

Carlos was certain he understood the word problem, but now he is **dubious** about his answer.

A disappointed

B unsure

C excited

D embarrassed

V 5.7

---

36. **Choose the group of words that belong to the category.**

Prices

| | | | | |
|---|---|---|---|---|
| A | expense | free | steal | error |
| B | money | fare | own | selfish |
| C | charge | expense | cost | fare |
| D | liberty | cost | steal | charge |

CT 5.7

---

37. **Choose the noun that the underlined pronoun represents.**

Susie leaned over the boxes and dumped the new tennis balls out of the cans. "Look," she shouted. "Our names are printed on **these**!"

A boxes

B balls

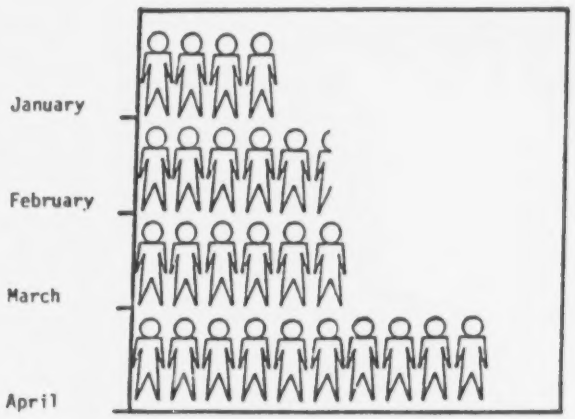
C names

D cans

CT 5.13

Use the picture graph (pictograph) to answer the question.

STUDENTS CHECKING OUT LIBRARY BOOKS




EACH FIGURE REPRESENTS 100 STUDENTS

38. Which of the following is a true statement?

A More students checked out books in January than in March.

B Fewer students checked out books in April than in February.

C More students checked out books in March than in February.

D Fewer students checked out books in April than in January.

SS 5.12

I own a very unusual pet. His name is Ralph and he is a large, black, hairy tarantula. I saved part of my allowance for weeks before I could buy him.

Ralph and I are good friends. I let Ralph out of his gallon-jar home every day. He crawls up and down my arms and legs and tickles my toes. He also seems to enjoy sitting on top of my head while I do my homework.

Would you believe that Ralph even helped me at school? Everyone in my class had to do a report for science. I went to the library and checked out books about tarantulas. Then I wrote a report and drew a large diagram. The day I gave my report, Ralph went to school with me, and I showed him during my presentation. When I was finished, everyone in the class clapped, and my teacher gave me an "A."

However, I almost lost my pet, Ralph. He was resting on top of my head as I hurried past my Aunt Beulah. Unfortunately, Ralph leaped over to Aunt Beulah's shoulder, scurried to the back of her neck, and hid under her hair.

It was a terrible scene. Mom and Aunt Beulah were screaming and running around in circles. Dad and I were trying to rescue poor Ralph before he was crushed. Finally, Dad was able to scoop up Ralph and quickly pass him to me.

You can imagine all of the apologies and promises I had to make. Finally, Mom agreed that Ralph was an unusual but a good pet, and she let me keep him. As a matter of fact, Mom even held Ralph in her hand!

39. **Which of the following is a true statement?**

A The author's presentation on tarantulas included a model.

B Ralph liked to rest on top of the author's hand.

C The author's father kept Ralph from being crushed.

D Ralph enjoyed hiding under Aunt Beulah's hair.

CT 5.1

40. **Which sentence best <u>states</u> the main idea?**

A I kissed Mom on her cheek.

B I own a very unusual pet.

C I went to the library and checked out books.

D I saved part of my allowance for weeks before I could buy him.

CT 5.2

41. **How was Ralph visiting school <u>different</u> from his hiding under Aunt Beulah's hair?**

A The children screamed and ran, but Aunt Beulah clapped.

B The teacher screamed, but Mom laughed.

C The children enjoyed Ralph, but Aunt Beulah did not.

D The teacher helped rescue Ralph, but Dad ran.

CT 5.8

42. **The author probably bought the tarantula at a _____.**

A zoo

B pet store

C garden shop

D school carnival

CT 5.10

43. **If the story were to continue, what might happen?**

A Aunt Beulah will take Ralph home with her.

B The author will let Ralph sit on Aunt Beulah's head.

C Aunt Beulah will teach Ralph to do tricks.

D The author will keep Ralph away from Aunt Beulah.

CT 5.11

44. **Which character trait best describes the author's mother?**

A fair

B strict

C fearless

D disrespectful

CT 5.14

45. **Here is a dictionary entry.**

book (bo͝ok) n. 1. a bound volume of written or printed pages. 2. a bound volume of blank or ruled pages. 3. a set of rules. 4. a small pack of the same items: a book of matches.

**Which meaning of book is used in this sentence?**

My favorite book is Where the Red Fern Grows.

A meaning one

B meaning two

C meaning three

D meaning four

SS 5.4.1

---

46. **Choose the type of literature the selection is.**

Now was their chance. They looked up and down the street. No one was in sight. Ben and Roberto ran up the walk, opened the door, and crept into the dark hallway.

Suddenly something fell to the floor in the kitchen. Then the door slammed shut behind them.

A myth

B poetry

C legend

D short story

CT 5.17

---

47. **Choose the noun that the underlined pronoun represents.**

The detective walked around the professor's mother and stopped in front of the oldest brother. "Where were you last night?" he demanded.

A detective

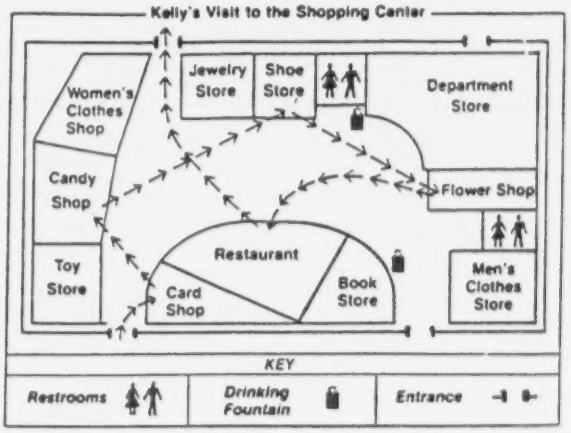
B professor

C brother

D mother

CT 5.13

Use the map to answer the following question.




48. Kelly made stops at how many places inside the shopping center?

A four places

B five places

C six places

D seven places

SS 5.13

"Oh boy!" shouted Rocky. "We're having peanut butter and jelly sandwiches for dinner."

"You're almost right," said Rocky's father. "I couldn't find any jelly so I used honey."

"Honey!" gasped Rocky as he poured some potato chips onto his plate.

"Trust me. It will be delicious," answered Dad as he cut each sandwich in half. "Say, banana would be even better!"

Rocky started to laugh, but he grabbed a banana from the fruit bowl. Dad picked up the knife and sliced the banana onto their sandwiches.

Just as Dad started to bite into his sandwich, he jerked his head back. "Rocky, I'll bet we still have some shrimp left."

"Do you mean the shrimp that Mom put into the salad last night?" asked Rocky, shaking his head from side to side.

"Sure!" said Dad as he searched the refrigerator. "Now it's really going to be tasty!"

"Yuk!" exclaimed Rocky as he held his nose. But he let his father put shrimp on his sandwich, too.

Rocky slowly picked up his sandwich. He closed his eyes and took a big bite. "Mm-mm, this is delicious!" he said. "When Mom gets home from her meeting, let's make her one for dinner, too."

"There's a lesson here," said Dad. "Just because a food is new or different, it doesn't mean it tastes bad."

49. **Which of the following best describes the main idea of the story?**

A A missing jar of jelly caused problems for Dad and Rocky.

B While trying to fix dinner, Dad and Rocky made a mess in the kitchen.

C Dad made a funny sandwich to surprise Rocky.

D Dad and Rocky made something unusual for dinner.

CT 5.3

50. **Which statement is true?**

A Rocky ate his sandwich after Mom came home.

B Mom made shrimp salad after she got home from the meeting.

C Rocky made a sandwich for his mother before she got home.

D Before Dad used honey, he looked for the jelly.

CT 5.4

51. **Why did Rocky pick up his sandwich <u>slowly</u>?**

A There were too many things in it.

B He did not like shrimp.

C He wasn't sure it would taste good.

D He was thinking about saving it for Mom.

CT 5.10

52. **What is the climax of the story?**

A "You're almost right," said Rocky's father.

B "Mm-mm, this is delicious!" Rocky said.

C "Oh boy!" shouted Rocky. "We're having peanut butter and jelly sandwiches for dinner.

D "Trust me. It will be delicious," answered Dad.

CT 5.15

53. **In writing this passage, the author's <u>main purpose</u> was to _____.**

A entertain the reader with a story about a father and son who try something different for dinner

B inform the reader about the many uses for peanut butter

C persuade the reader to make a peanut butter, honey, banana, and shrimp sandwich

CT 5.16

54. **Choose the best meaning for the underlined word.**

We went to our aunt and uncle's house Sunday and visited with them for a <u>spell</u>.

A short period of time

B fascination

C shift of work

D group of magical words

V 5.8

---

55. **Choose the homonym that makes sense in the sentence.**

Didn't you know that three cups of water would be _____ many?

A to

B too

C two

V 5.6

---

56. **Choose the antonym of the underlined word.**

The hamster peeped <u>timidly</u> around the corner of the box.

A slyly

B boldly

C shyly

D nervously

V 5.5

57. **Choose the book title that would come first in alphabetical order.**

A The Lottery Rose

B A Dog Called Kitty

C Nothing's Fair in Fifth Grade

D The Adventures of Tom Sawyer

SS 5.2

58. **Choose the best meaning for the underlined word.**

There were no bathtubs at summer camp, but each cabin had a shower stall.

A a place in a barn for one animal

B a seat with back and sides closed

C a small place for selling things

D a small compartment

V 5.8

Use the index to decide which pages you would read to answer questions 59 and 60.

INDEX

BREEDS, 5-33
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FAMOUS DOGS
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  groomer, 71-74
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TYPES OF DOGS
  hounds, 45-46
  non-sporting, 39-40
  sporting, 34-35
  terriers, 41-42
  toys, 43-44
  working, 36-38

59. Is a German sheperd known as a working dog?

A pages 36-38

B pages 45-46

C pages 60-62

D pages 76-86

SS 5.3

60. How many years must you attend college to be a veterinarian?

A pages 63-66

B pages 71-74

C pages 76-86

D pages 87-97

SS 5.3

# Appendix C

## Test Results

Test Results

| STUDENT | PRETEST | % | POSTTEST | % |
|---|---|---|---|---|
| 1 | 42 | 70 | 40 | 67 |
| 2 | 43 | 72 | 46 | 77 |
| 3 | 30 | 50 | 36 | 60 |
| 4 | 38 | 63 | 37 | 62 |
| 5 | 28 | 47 | 47 | 78 |
| 6 | 29 | 48 | 38 | 63 |
| 7 | 10 | 17 | 20 | 33 |
| 8 | 15 | 25 | 21 | 35 |
| 9 | 30 | 50 | 25 | 42 |
| 10 | 30 | 50 | 53 | 88 |
| 11 | 35 | 58 | 36 | 60 |
| 12 | 32 | 53 | 42 | 70 |
| 13 | 17 | 28 | 24 | 40 |
| 14 | 36 | 60 | 47 | 78 |
| 15 | 55 | 92 | 54 | 90 |
| 16 | 13 | 22 | 30 | 50 |
| 17 | 39 | 65 | 51 | 85 |
| 18 | 9 | 15 | 20 | 33 |
| 19 | 9 | 15 | 21 | 35 |
| 20 | 41 | 68 | 39 | 65 |
| 21 | 27 | 45 | 33 | 55 |
| 22 | 42 | 70 | 47 | 78 |
| 23 | 22 | 37 | 31 | 52 |
| AVERAGE | | 49 | | 61 |

| | DECLINED | NO CHG | +5 TO 9% | 10%+ CHG |
|---|---|---|---|---|
| NUMBER | 1 | 5 | 2 | 15 |
| PERCENT | 4 | 22 | 9 | 65 |

# APPENDIX D

Course Materials

Course Materials

Verb List/Regular Verbs
English/Spanish
Page 1

| Present Tense | | Past Tense | Past Participle |
|---|---|---|---|
| 1. answer | (contestar) | answered | answered |
| 2. arrive | (llegar) | arrived | arrived |
| 3. ask | (preguntar) | asked | asked |
| 4. bake | (hornear/cocer) | baked | baked |
| 5. boil | (hervir) | boiled | boiled |
| 6. bruise | (magullar) | bruised | bruised |
| 7. brush | (cepillar) | brushed | brushed |
| 8. bump | (topar, chocar) | bumped | bumped |
| 9. burn | (quemar) | burned | burned |
| 10. carry | (cargar) | carried | carried |
| 11. chew | (mastic) | chewed | chewed |
| 12. clean | (limpiar) | cleaned | cleaned |
| 13. climb | (subir/trepar) | climbed | climbed |
| 14. close | (cerrar) | closed | closed |
| 15. comb | (peinar) | combed | combed |
| 16. cook | (cocinar) | cooked | cooked |
| 17. cough | (toser) | coughed | coughed |
| 18. count | (contar) | counted | counted |
| 19. cover | (cubrir) | covered | covered |

Verb List/Regular Verbs
English/Spanish
Page 2

| Present Tense | | Past Tense | Past Participle |
|---|---|---|---|
| 20. crawl | (gatear) | crawled | crawled |
| 21. cross | (cruzar) | crossed | crossed |
| 22. cry | (llorar) | cried | cried |
| 23. dance | (bailar) | danced | danced |
| 24. dream | (sonar) | dreamed | dreamed |
| 25. dress | (vestir) | dressed | dressed |
| 26. dry | (secar) | dried | dried |
| 27. dust | (sacudir) | dusted | dusted |
| 28. earn | (ganar) | earned | earned |
| 29. erase | (borrar) | erased | erased |
| 30. fix | (arreglar) | fixed | fixed |
| 31. fold | (doblar) | folded | folded |
| 32. fry | (freir) | fried | fried |
| 33. hate | (odiar) | hated | hated |
| 34. help | (ayudar) | helped | helped |
| 35. hunt | (cazar) | hunted | hunted |
| 36. hurry | (apresurar) | hurried | hurried |
| 37. iron | (planchar) | ironed | ironed |
| 38. jump | (saltar) | jumped | jumped |
| 39. kick | (patear) | kicked | kicked |

Verb List/Regular Verbs
English/Spanish
Page 3

| Present Tense | | Past Tense | Past Participle |
|---|---|---|---|
| 40. kill | (matar) | killed | killed |
| 41. kiss | (besar) | kissed | kissed |
| 42. knock | (tocar/pegar/golpear) | knocked | knocked |
| 43. laugh | (reir) | laughed | laughed |
| 44. lean | (recargar/apoyarse) | leaned | leaned |
| 45. learn | (aprender) | learned | learned |
| 46. lie | (mentir) | lied | lied |
| 47. like | (gustar) | liked | liked |
| 48. listen | (escuchar) | listened | listened |
| 49. live | (vivir) | lived | lived |
| 50. look | (mirar) | looked | looked |
| 51. love | (amar) | loved | loved |
| 52. mop | (trapear) | mopped | mopped |
| 53. move | (mover) | moved | moved |
| 54. need | (necesitar) | needed | needed |
| 55. open | (abrir) | opened | opened |
| 56. owe | (deber) | owed | owed |
| 57. paint | (pintar) | painted | painted |
| 58. pick | (recoger/escoger) | picked | picked |
| 59. pile | (apilar) | piled | piled |

Verb List/Regular Verbs
English/Spanish
Page 4

| Present Tense | | Past Tense | Past Participle |
|---|---|---|---|
| 60. plant | (plantar) | planted | planted |
| 61. play | (jugar) | played | played |
| 62. prepare | (preparar) | prepared | prepare |
| 63. pull | (jalar/arrastrar) | pulled | pulled |
| 64. punish | (castigar) | punished | punished |
| 65. push | (empujar) | pushed | pushed |
| 66. rip | (empujar) | ripped | ripped |
| 67. scratch | (rascar) | scratched | scratched |
| 68. seem | (parecer) | seemed | seemed |
| 69. shave | (rasurar) | shaved | shaved |
| 70. shine | (brillar) | shined | shined (shone) |
| 71. show | (ensenar/mostrar) | showed | showed |
| 72. smell | (oler) | smelled | smelled |
| 73. smile | (sonreir) | smiled | smiled |
| 74. smoke | (fumar) | smoked | smoked |
| 75. sneeze | (estornudar) | sneezed | sneezed |
| 76. spank | (nalguear/pegar) | spanked | spanked |
| 77. start | (empezar) | started | started |
| 78. stop | (parar) | stopped | stopped |
| 79. study | (estudiar) | studied | studied |

Verb List/Regular Verbs
English/Spanish
Page 5

| Present Tense | | Past Tense | Past Participle |
|---|---|---|---|
| 80. talk | (platicar) | talked | talked |
| 81. taste | (saborear) | tasted | tasted |
| 82. touch | (tentar/tocar) | touched | touched |
| 83. try | (probar) | tried | tried |
| 84. turn off | (apagar) | turned off | turned off |
| 85. turn on | (prender) | turned on | turned on |
| 86. visit | (visitar) | visited | visited |
| 87. wait | (esperar) | waited | waited |
| 88. walk | (caminar) | walked | walked |
| 89. want | (querer) | wanted | wanted |
| 90. wash | (lavar) | washed | washed |
| 91. waste | (desperdiciar) | wasted | wasted |
| 92. watch | (mirar/observar) | watched | watched |
| 93. water | (regar) | watered | watered |
| 94. yawn | (bostezar) | yawned | yawned |

# ESL ENGLISH

## The Present Tense in all its forms

The Simple Present

to work
I work - 1st personal singular
you work - 2nd person singular and plural
he, she, it works - 3rd person singular
we work - 1st person plural
they work - 3rd person plural

To form a question we use the Do form

| Question | Answer-positive |
|---|---|
| Do I work? | You work. |
| Do you work? | I work. |
| Does he/she/it work? | He/she/it works. |
| Do they work? | They work? |

Answer-negative
I do not work = I don't work
You do not work = You don't work
He/she/it does not work = we don't work
They do not work = They don't work

Present Progressive - action going on with no end
Infinitive + ing + verb to be

| | Question- | Negative |
|---|---|---|
| I am working | Am I working? | I am not working |
| You are working | Are you working? | You are not working |
| He is working | Are you working? | He is not working |
| We are working | Is he working? | We are not working |
| They are working | Are we working? | They are not working |
| | Are they working | |

ESL ENGLISH
The Present Tense in all its forms
Page 2

Practice Exercises

Remember to always answer the question in the same form as the question.

Example: Does he close the door every evening?
He closes the door every evening.

Are you crossing the street at the light?
I am crossing the street at the light.

Give both a positive and a negative response to the questions.

1. Are you baking a cake?
2. Does he brush his teeth?
3. Are we cleaning the house this Saturday?
4. Is she dancing with my friend?
5. Are they dusting the furniture?
6. Does he earn a lot of money?
7. Do I count to 20 by 2?
8. Do they chew gum in school?
9. Are you fixing your car?
10. Am I helping her?
11. Do you need this book?

ESL ENGLISH
The Present Tense in all its forms
Page 3

12. Does he owe money?

13. Do they love dogs?

14. Am I living with you?

16. Does she knock on the door?

17. Does the class start at 7:20?

18. Are you watering the flowers?

19. Are we walking together?

20. Do you start your homework after class?

21. Is he tasting the chocolate cake?

22. Are we waiting for the bus?

23. Are they visiting Las Vegas for the first time?

24. Do they shine their military shoes?

25. Do I smoke this cigarette?

ENGLISH TEST
THE VERB TO BE

NAME_____ PERIOD____ DATE_____

Answer the question using the contracted form of to be.

1. Are they late?
   Yes,_____
2. Are you good?
   No,_____
3. Is he here?
   No,_____
4. Is it hot?
   Yes,_____
5. Am I tardy?
   Yes,_____
6. Are you hungry?
   No,_____
7. Are you all happy?
   No,_____
8. Is it sunny?
   Yes,_____
9. Are they comfortable?
   No,_____
10. Are we passing this class?
    Yes,_____

ENGLISH TEST
THE VERB TO BE
Page 2

NAME_____ PERIOD____ DATE_____

11. Is she warm?
Yes,_____

12. Are we hot?
No,_____

13. Is it snowing?
Yes,_____

14. Are we listening?
No,_____

15. Are you sleepy?
Yes,_____

16. Are they tired?
No,_____

17. Is it cold?
Yes,_____

18. Am I early?
No,_____

19. Are they ready?
Yes,_____

20. Is she eating?
No,_____

ENGLISH TEST
THREE FORMS OF THE PRESENT

NAME_____ PERIOD____ DATE_____

1. To find (I) I find I do find I am finding_____
2. To look (she) _____
3. To eat (we) _____
4. To sail (they) _____
5. To dress (he) _____
6. To learn (I) _____
7. To study (we) _____
8. To build (he) _____
9. To go (it) _____
10. To come (they) _____
11. To write (she) _____
12. To love (we) _____
13. To travel (I) _____
14. To look (it) _____
15. To come (I) _____

# SIMPLE ENGLISH TENSES

We learned the three forms of the present tense. Here's a quick review.

## Present tenses

To speak = infinitive

| | | |
|---|---|---|
| I speak | I do speak | I am speaking |
| You speak | You do speak | You are speaking |
| He/she/it speaks | He/she/it does speak | He/she/it is speaking |
| We speak | We do speak | We are speaking |
| They speak | They do speak | They are speaking |

## Past tenses

To speak = infinitive

| | | |
|---|---|---|
| I spoke | I did speak | I was speaking |
| You spoke | You did speak | You were speaking |
| He/she/it spoke | He/she/it did speak | He/she/it wasspeaking |
| We spoke | We did speak | We were speaking |
| They spoke | The did speak | They were speaking |

## Future tense

| | | |
|---|---|---|
| I will speak | I shall speak | I will be speaking |
| You will speak | You shall speak | He/she/it will be speaking |
| He/she/it will speak | He/she/it shall speak | He/she/it will be speaking |
| We will speak | We shall speak | We will be speaking |
| They will speak | They shall speak | They will be speaking |

# ENGLISH VERB TEST

NAME_____ PERIOD____ DATE_____

ANSWER THE QUESTIONS. QUESTIONS ASKED IN THE PRESENT TENSE MUST BE ANSWERED IN THE PRESENT. SAME FOR THE PAST TENSE.

1. Did you ask her to come?
   Yes,_____
   No,_____

2. Does he arrive on time?
   Yes,_____
   No,_____

3. Did I bake this cake?
   Yes,_____
   No,_____

4. Do you boil the water for 10 minutes?
   Yes,_____
   No,_____

5. Did they brush their teeth?
   Yes,_____
   No,_____

6. Did you bump into him?
   Yes,_____
   No,_____

7. Does it burn?
   Yes,_____
   No,_____

ENGLISH VERB TEST
Page 2

NAME_____ PERIOD____ DATE_____

8. Do you carry your books to class?
   Yes,_____
   No,_____

9. Do they chew gum in school?
   Yes,_____
   No,_____

10. Does she cook dinner?
    Yes,_____
    No,_____

11. Did they climb that tree?
    Yes,_____
    No,_____

12. Does he dance all night?
    Yes,_____
    No,_____

13. Did I count the money?
    Yes,_____
    No,_____

14. Do we clean the house on Saturday?
    Yes,_____
    No,_____

15. Did they cough all night?
    Yes,_____
    No,_____

ENGLISH VERB TEST
Page 2

NAME_____ PERIOD____ DATE_____

16. Does she cry often?
    Yes,_____
    No,_____

17. Do I cross this street?
    Yes,_____
    No,_____

18. Did the baby dress himself?
    Yes,_____
    No,_____

19. Did you dream of him?
    Yes,_____
    No,_____

20. Did it dry?
    Yes,_____
    No,_____

21. Do you dust the chairs?
    Yes,_____
    No,_____

CHOOSE THE RIGHT WORD

Every morning Tom _____(get, gets) up at seven o'clock. He _____(brush, brushes) his teeth. Then he _____(go, goes) downstairs and _____(eat, eats) his breakfast. He _____(leave, leaves) for school at eight o'clock. He _____(rides, ride) his bike to school. He _____(park, parks) his bike in the playground. When the bell _____(rings, ring), Tom _____(rush, rushes) to the door. He _____(like, likes) to go to school.

The Present tense with a Future meaning

| | |
|---|---|
| I am going to arrive. | I'm going to arrive. |
| You are going to arrive. | You're going to arrive. |
| He/she/it is going to arrive | He's going to arrive. |
| We are going to arrive. | We're going to arrive. |
| They are going to arrive. | They're going to arrive. |

| Question | Negative |
|---|---|
| Am I going to arrive? | I am not going to arrive. |
| Are you going to arrive? | You are not going to arrive. |
| Is he/she/it going to arrive? | He is not going to arrive. |
| Are we going to arrive? | We are not going to arrive. |
| Are they going to arrive? | They are not going to arrive. |

The Negative has two forms that are contracted

| | |
|---|---|
| I'm not going to arrive. | I'm not going to arrive. |
| You're not going to arrive. | You aren't going to arrive. |
| He's not going to arrive. | He isn't going to arrive. |
| We're not going to arrive. | We aren't going to arrive. |
| They're not going to arrive. | They aren't going to arrive. |

## Future Tense

| | |
|---|---|
| I will answer | I'll answer |
| You will answer | You'll answer |
| He/she/it will answer | He'll answer |
| We will answer | We'll answer |
| They will answer | They'll answer |

Contracted form is the way we speak and often write

| Question | Negative |
|---|---|
| Will I answer? | I will not answer. |
| Will you answer? | You will not answer. |
| Will he/she/it answer? | He will not answer. |
| Will we answer? | We will not answer. |
| Will they answer? | They will not answer. |

Negative has a contracted form that's used all the time in conversation

| | |
|---|---|
| I won't answer | *I'll not answer. |
| You won't answer. | *You'll not answer. |
| He/she/it won't answer. | *He'll not answer. |
| We won't answer. | *We'll not answer. |
| They won't answer. | *They'll not answer. |

*This form is not commonly used

Future Tense
Page 2

ANSWER THE QUESTIONS USING A CONTRACTED FORM WHENEVER POSSIBLE. ANSWER BOTH POSITIVE AND NEGATIVE.

1. Will Roger ask his mother where the clothes are?

2. Will you lock the car please?

3. Will we count the envelopes before mailing them?

4. Will I help you with the homework or will Maria?

5. Will Gary and Mike needs these bags?

6. Will you please open the boxes?

7. Will they move to L.A.?

8. Will I help them pass the test?

9. Will we paint the entire wall blue?

10. Will you taste the broccoli?

11. Will she try all these dresses on?

Future Tense
Page 3

12. Will you show me how to work this machine?

13. Will it touch the desk?

14. Will they prepare lunch for us?

15. Will you study for the test?

16. Will Tina play after school?

17. Will he watch TV?

18. Will you wait for me?

19. Will these chairs remain in the room?

20. Will Martha water my plants during vacation?

ENGLISH TEST

NAME_____ PERIOD____ DATE_____

WRITE ENDING FOR EACH SENTENCE. USE WILL OR WON'T.

1. You and Jim will come, _____?
2. The students won't drive, _____?
3. They will explain the story, _____?
4. I won't go, _____?
5. Ann will tell, _____?
6. You won't spend the money, _____?
7. They won't return on time, _____?
8. He will drive, _____?
9. Susan and I won't like it, _____?
10. You and Jim won't be here, _____?

REWRITE EACH SENTENCE. MAKE THE VERB NEGATIVE, USE NEVER.

1. It will be OK. _____
2. I will see her in school. _____
3. Terry will know the answers. _____
4. Sue will tell the secret. _____
5. We will guess the answer. _____

ENGLISH TEST
Page 2

NAME_____ PERIOD____ DATE_____

6. You will study everything. _____

7. The teacher will find it. _____

8. The students will pass the exam. _____

9. I will return it to you. _____

10. She will come. _____

ANSWER THE QUESTIONS IN CONVERSATIONAL ENGLISH. USE WON'T.

1. Will the boys be here? _____

2. Will you go with him? _____

3. Will it happen later? _____

4. Will you guess? _____

5. Will she understand? _____

6. Will you and Tim stay? _____

7. Will you come with me? _____

8. Will they leave? _____

9. Will the car run? _____

10. Will it snow? _____

ENGLISH TEST
Page 3

NAME_____ PERIOD____ DATE_____

11. Will I have to study? _____
12. Will you sit down? _____
13. Will she remember? _____
14. Will Jim and I need it? _____
15. Will it come to you? _____
16. Will I go to the U.S.? _____
17. Will they fly? _____
18. Will you graduate on time? _____
19. Will Cathy drive? _____
20. Will they sleep late? _____

ANSWER THESE QUESTIONS IN A COMPLETE SENTENCE?

1. What will you do after graduation?

2. What will you do this weekend?

3. When will you drive?

ENGLISH CLASSWORK

WRITE THREE FORMS OF THE PRESENT TENSE

To write I write I do write I am writing

To teach She

To speak They

To drive You

To work We

To travel It

To love I

To play They

To have He

To walk We

To sit It

MAKE QUESTIONS OUT OF THE STATEMENT USING HOW MANY

1. There are four students in the hall.

2. There is one picture in the book.

3. Fifty people died in San Francisco.

4. There are two children at home.

5. There is one car that works.

6. There is one coat in the closet.

7. The child has four toys.

8. Tina has one fur coat.

9. There are forty desks in the classroom.

10. Mary has one ring.

11. There are four maps.

12. The class has one teacher advisor.

14. There are five cakes in the oven.

ENGLISH TEST
The future using will

NAME_____ PERIOD____ DATE_____

1. To use (I) I will use _____
2. To read (she) _____
3. To paint (they) _____
4. To play (you) _____
5. To smell (he) _____
6. To ask (we) _____
7. To fight (I) _____
8. To try (you) _____
9. To search (we) _____
10. To find (it) _____
11. To come (I) _____
12. To go (they) _____
13. To pray (we) _____
14. To beg (you) _____
15. To run (he) _____
16. To travel (they) _____
17. To talk (I) _____

ENGLISH TEST
Page 2

NAME_____ PERIOD____ DATE_____

18. To think (she) _____

19. To write (you) _____

20. To smoke (it) _____

21. To cry (we) _____

22. To jump (they) _____

23. To eat (I) _____

24. To sleep (you) _____

25. To close (we) _____

## PRESENT TENSE WITH FUTURE MEANING

ANSWER ALL QUESTIONS USING THE PRESENT TENSE WITH THE FUTURE MEANING. GIVE POSITIVE AND NEGATIVE ANSWERS USING THE CONTRACTED FORM.

1. Are you going home now?

2. Is he going to earn a lot of money without a college degree?

3. Are they going to bake this cake?

4. Am I going to clean this entire house?

5. Are we going to take a test again?

6. Is Elsa going to listen to her friends?

7. Are you going to need all these pens?

8. Are we going to look for the cat which ran away.

9. Are they going to stop on this street?

10. Is the dog going to scratch his wound?

11. Are you going to smell all the perfumes?

PRESENT TENSE WITH FUTURE MEANING
Page 2

12. Are we going to plant several trees in this yard?

13. Are they going to see the movie on Friday or Saturday?

14. Am I going to pull this large box down the street?

15. Are you going to talk to him today or tomorrow?

16. Is she going to wait for the bus?

17. Are they going to win the game?

18. Is Rick going to turn on the VCR or not?

19. Are you going to be punished?

20. Are we going to walk or ride to school?

ENGLISH TEST

NAME_____ PERIOD____ DATE_____

WRITE A QUESTION FROM THE STATEMENT

1. I study in school.
2. She works in a store.
3. They smelled the flowers.
4. You remembered the answer.
5. We listened to him all day.
6. We have time.
7. He sells candy.
8. I travel to California on I-15.
9. You were tired.
10. They were listening to rock music.
11. You are walking to school.
12. It's important.
13. He watched his favorite show.
14. I remembered my keys.
15. They walked slowly to the car.
16. She asked me for the address.

ENGLISH TEST
Page 2

NAME_____ PERIOD____ DATE_____

17. You do study for a quiz.

18. He is driving today.

19. You can enter here.

20. He was your best student.

21. I did wait for you.

22. They wanted to stay after class.

23. It was prepared for you.

24. They liked their surprise.

25. You are happy this test is over.

So am I.

## PRACTICE USING THE PAST TENSE

ANSWER THE QUESTIONS FOLLOWING THE EXAMPLE

Did you dust the furniture?
Yes, I dusted the furniture.
No, I didn't dust the furniture.

1. Did he study yesterday?

2. Did I cover the book?

3. Did you brush your teeth?

4. Did John bake this cake?

5. Did we clean the house today?

6. Did they climb that big tree?

7. Did I close the door?

8. Did you chew gum?

9. Did he bump into you?

10. Did they cross the busy street?

PRACTICE USING THE PAST TENSE
Page 2

11. Did you earn all that money?

12. Did they carry the groceries home?

13. Did it rain yesterday?

14. Did it snow?

15. Did you watch TV?

16. Did you brush the horses' hair?

17. Did I dry the clothes already?

18. Did that house burn during the night?

19. Did the students cross the street alone?

20. Did I bruise my arm in the car accident?

ENGLISH TEST

NAME_____ PERIOD____ DATE_____

REWRITE THE SENTENCE IN THE FORM OF A QUESTION

1. I write sentences on the board.

2. She speaks Spanish in class.

3. We eat lunch together.

4. You count your money.

5. They are going home.

6. The plants are growing tall.

7. The dogs are barking.

8. You are late.

9. You are studying early today.

10. I'm listening to good music.

11. I've had very good grades.

ENGLISH TEST
Page 2

NAME_____ PERIOD____ DATE_____

12. You will have learned a lot of English.

13. He's copied all the answers.

14. We've received our report cards.

15. You have been on time.

16. I've received your letter.

17. They'll travel to Las Vegas.

18. You'll have shopped for his gift.

19. They've called me before.

20. She's read the news.

ENGLISH - NEP

NAME_____ PERIOD____ DATE_____

FILL IN THE BLANK WITH THE INTERROGATIVES - WHAT, WHERE, WHEN, OR HOW

1. _____ are you? OK, thanks.
2. _____ are you going? Home.
3. _____ are they from? France.
4. _____ is your friend? Lynn.
5. _____ do you do in class? A lot of work.
6. _____ long are we staying? About two hours.
7. _____ kind of car is it? It's a Ford.
8. _____ are you going home? Now.
9. _____ are they going? On a bus.
10. _____ time is the appointment? At 2 PM.
11. _____ is he tonight? At work.
12. _____ do you go to school? In the morning.
13. _____ is he doing? Nothing.
14. _____ are they coming home? In the evening.
15. _____ came in. No one.
16. _____ can you study and listen to music? Easily.

ENGLISH TEST
IRREGULAR PLURALS

NAME_____ PERIOD____ DATE_____

GIVE THE SINGULAR OF THE FOLLOWING NOUNS

1. LIVES _____
2. PENNIES _____
3. CHIEFS _____
4. BELIEFS _____
5. SPIES _____
6. ARMIES _____
7. BUNCHES _____
8. WALLS _____
9. BOYS _____
10. RADIOS _____
11. HALVES _____
12. WISHES _____
13. SAFES _____
14. POTATOES _____
15. MAPS _____
16. ECONOMICS _____
17. POLITICS _____
18. NEWS _____
19. FEET _____
20. CHILDREN _____

GIVE THE PLURAL OF THE FOLLOWING NOUNS

21. BIRDHOUSE _____
22. CITY _____
23. MAN _____
24. OX _____
25. ECHO _____
31. PHYSICS _____
32. CLASS _____
33. COMMUNITY _____
34. COLLEGE _____
35. OATS _____

ENGLISH TEST
IRREGULAR PLURALS
Page 2

NAME_____ PERIOD____ DATE_____

26. SCISSORS _____
27. TOOTH _____
28. SHEEP _____
29. ATHLETICS _____
30. MOTHER-IN-LAW _____
36. WOLF _____
37. CHURCH _____
38. SALESMAN _____
39. PARTY _____
40. BOOK _____

PRONOUNS

WRITE THE ENTIRE SENTENCE ON A SEPARATE SHEET OF PAPER.
UNDERLINE THE ANSWER.

1. Mr. Garcia helped many of (we, us).
2. (He, Him) was born in Mexico.
3. (She, Her) and her friends worked hard.
4. Money is a problem for (us, we).
5. (We, Us) had to leave the city.
6. Jim met Claudia and went to school with (she, her).
7. (Them, They) were good friends.
8. Many people began to notice (he, him).
9. Students were led by (her, she).
10. Jack got world support from (us, we).
11. (Us, We) had a lot of work.
12. Richard and (him, he) sang with the band.
13. Both (her, she) and Barbara have beautiful clothes.
14. After the performance at the theater, all of (us, we) went home.
15. It was (he, him) who made life exciting.

ENGLISH TEST

NAME_____ PERIOD____ DATE_____

MAKE ONE SENTENCE BY PUTTING THE UNDERLINED WORD IN THE APPROPRIATE PLACE.

1. My uncle goes to Central High School.
   He is my favorite uncle.

   _____

2. The boy lost his book.
   The boy was smart.
   The book was Algebra I.

   _____

3. The horse is running in a race.
   The horse is black.
   The race is long.

   _____

4. The children ran across the street.
   The children were in Kindergarten.
   The street was busy.

   _____

5. The teacher gave her students candy for the work done.
   The teacher taught English.
   The students were good.
   The work was extra.

   _____

ENGLISH TEST
Page 2

NAME_____ PERIOD____ DATE_____

6. You must speak to the teacher about your grades.
   The teacher is your favorite.
   Your grades are failing.

   _____

7. The students left school.
   The students were intelligent.
   The school was bad.

   _____

8. We had a picnic in the park.
   The picnic was fun.
   Sunset was the name of the park.

   _____

9. The soldiers went to war.
   The soldiers were young.
   The war was in San Salvador.

   _____

10. They made signs for the guests.
    The signs were huge.
    They were wedding guests.

    _____

## THE PERFECT TENSE

ONE FORMS THE PRESENT PERFECT TENSE WITH THE CONJUGATION OF HAVE PLUS THE PAST PARTICIPLE OF ANY VERB

CONTRACTED FORM

| | |
|---|---|
| I have earned | I've earned |
| You have earned | You've earned |
| He has earned | He's earned |
| We have earned | We've earned |
| They have earned | They've earned |

| Question | Negative |
|---|---|
| Have I earned | I have not earned |
| Have you earned | You have not earned |
| Has he earned | He has not earned |
| Have we earned | We have not earned |
| Have they earned | They have not earned |

CONTRACTION OF NEGATIVE

| | | |
|---|---|---|
| I've not earned | or | I haven't earned |
| You've not earned | or | You haven't earned |
| He's not earned | or | He hasn't earned |
| We've not earned | or | We haven't earned |
| They've not earned | or | They haven't earned |

GIVE A POSITIVE AND A NEGATIVE ANSWER TO THE FOLLOWING QUESTIONS. USE A CONTRACTION WHENEVER POSSIBLE.

1. Have you gone to see the new show on the strip?
2. Has she entered the building?
3. Have they answered all the questions in English?
4. Have you heard all the news?
5. Has it rained in town?
6. Have I eaten all the cake?
7. Have you closed all the windows in the car?
8. Has she cleaned the classroom?
9. Has he emptied his pockets?
10. Have we written down all the correct answers?
11. Have you asked for permission to go to the office?
12. Have they returned the books?
13. Has it snowed on the mountain yet?
14. Have you dressed warmly?
15. Have they lived on this street all their lives?
16. Has he worked on the car?
17. Have you traveled by yourself before?
18. Has she gone to Mexico?

19. Have we run a mile?

20. Did they need all that money?

21. Has he turned off the lights in the house?

22. Have they studied the entire lesson?

23. Has the dog scratched herself during the night?

24. Have you ripped your shirt?

ENGLISH TEST

NAME_____ PERIOD____ DATE_____

CHOOSE THE CORRECT FORM OF THE VERB IN PARENTHESIS.
REWRITE THE SENTENCE ON YOUR OWN PAPER.

1. Have they (ate, eaten) all the food?
2. I have (see, seen, saw) many things in Thailand.
3. Did he (met, meet) her in town?
4. Carlos has (flies, flown, fly) to Denver.
5. I always (sings, sang, sung) in the shower.
6. Mary and Jim have (drive, drove, driven) since May.
7. Did you (write, written) to your parents?
8. During the war, the families (feels, felt) lonely.
9. Have they (win, won) the game?
10. Do you (made, make) many mistakes on the test?
11. Does she (build, built) all her homes?
12. Have you ever (have, had) much money?
13. Have they (met, meet) yet?
14. Did Jim (see, saw) snow?
15. Did you (broken, brake) that pencil?
16. I have (forgotten, forget) your birthday.
17. Has he (tells, told) the truth?
18. Margaret has (lose, lost) her wallet.
19. You have (be, been) late every day.

ADVANCED ENGLISH TEST

NAME_____ PERIOD____ DATE_____

WRITE THE FOLLOWING SENTENCES. CAPITALIZE THE PROPER NOUNS.

1. Last year tim and i went to alaska.

_____

2. The author of cinderella is not jack london.

_____

3. The capital of the u.s.a. is washington, d.c.

_____

4. My doctor lives at 24 main street in montgomery, alabama.

_____

5. I have to go to school every tuesday and friday.

_____

6. The lake was at the end of north shore drive.

_____

7. Jim mailed a package to houston, texas.

_____

8. Judy will be taking a science class in france.

_____

ADVANCED ENGLISH TEST
Page 2

NAME_____ PERIOD____ DATE_____

9. Linda enjoys physical education.

_____

10. We all go to basic high school.

_____

# Appendix E

## Dance Instructions

Dance Instructions

SOMETHING STUPID
Singing Calls

| Beats | Figure One |
|---|---|
| 8 | Heads forward and back |
| 8 | Heads make a left hand star |
| 8 | Head ladies chain |
| 8 | Head ladies chain back |
| 8 | Sides forward and back |
| 8 | Sides make a left hand star |
| 8 | Side ladies chain |
| 8 | Side ladies chain back |
| 16 | Join hands circle left all the way around |
| 16 | Promenade partner all the way around |
| 8 | Heads forwards and back |
| 8 | Heads make a left hand star |
| 8 | Heads ladies chain (stay there) |
| 8 | Sides forward and back |
| 8 | Sides make a left hand star |
| 8 | Side ladies chain |
| 16 | Promenade the corner |

Figure Two

Repeat figure one

Figure Three

Repeat figure one beginning with side couples

Figure Four

Repeat figure three

# LOWDOWN HOEDOWN
## Patter Call

| Beats | Figure One | Basics Introduced | Concepts Introduced |
|---|---|---|---|
| 8 | Circle left halfway | | Variation of |
| 8 | Circle right | | star: men |
| 8 | Men star left | | left |
| 8 | Dos-a-dos partner | | |
| 8 | Allemande left | | |
| 8 | Dos-a-dos partner | | |
| 16 | Promenade | | |
| | Figure Two and Three | | |
| 8 | Ladies forward and back | Star Promenade | On method of |
| 8 | Men star left | | terminating |
| 8 | Star promenade | | star: back out |
| 8 | Back out, full turn | | full turn |
| 8 | Four ladies forward and back | | around |
| 8 | Dos-a-dos partner | | |
| 16 | Promenade partner | | |
| | Figure Four | | |
| 8 | Four ladies chain | | Variation of |
| 8 | Chain back | | the ladies |
| 16 | Circle left all the way | | chain: all |
| 8 | Men star right | | four ladies |
| 8 | Allemande left | | chain across |
| 16 | Promenade partner | | |
| | Figure Five and Six | | |
| 8 | Four ladies forward and back | | |
| 8 | Men left hand star | | |
| 8 | Star promenade | | |
| 8 | Back out, full turn | | |
| 8 | Four ladies chain | | |
| 8 | Chain back | | |
| 16 | Promenade the corner | | |
| | Figure Seven | | |
| | Repeat figure four | | |